DOCUMENT RESUME

ED 392 207 EC 304 638

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TITLE Training School Guidance Counselors and Rehabilitation Counselors To Provide Transition Services for Individuals with Disabilities. Final Report.
INSTITUTION West Virginia Univ., Morgantown. Dept. of Special Education.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE Sep 95
CONTRACT H029F20087
NOTE 35p.; Support also received from the West Virginia University Research Corp.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Counselor Training; Curriculum Development; *Disabilities; Education Work Relationship; Graduate Study; *Inservice Education; Postsecondary Education; Professional Education; Program Development; *Rehabilitation Counseling; *School Counselors; Secondary Education; Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS *West Virginia University

ABSTRACT

This final report describes activities and achievements of a federally supported 3-year program to train school guidance counselors and rehabilitation counselors to provide transition services for students with disabilities. The report is organized around the program's five goals: (1) develop, refine, and implement a training program to develop competencies of school and rehabilitation counselors (S&RC) in transition areas; (2) provide an externship for S&RC trainees to apply and demonstrate newly acquired competencies; (3) measure the impact of the training program on services for students with disabilities in West Virginia; (4) disseminate information, results of developed procedures, program model, program evaluation, and activities of those who completed the program; and (5) internalize the program into the college's graduate offerings. Ninety-one participants were served in the program. Appendices offer an excerpt from a transition practicum checklist, the program advisory committee, samples of responses to the transition evaluation survey, a flyer, and a listing of transition references and resources. Contains 170 references and 32 organizational resources. (DB)

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ED 392 207

Final Report

to

United States Department of Education
The Office of Special Education and Rehabilitative Services (OSERS)

regarding

(HO29F20087)
(OSP Number 92-344)
Project: Training School Guidance Counselors and
Rehabilitation Counselors to Provide
Transition Services for Individuals with Disabilities

by

West Virginia University
Human Resources and Education
Department of Special Education

Sponsored by

The West Virginia University Research Corporation
Funding Period: August 31, 1992 through August 31, 1995

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September, 1995

EC304638

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The West Virginia University Special Education Transition Project: Training school guidance counselors and rehabilitation counselors (S&RC) project had five (5) goals: (1) to develop, refine, and implement a program designed to provide transition and special education competencies to S & RC for serving individuals with disabilities; (2) to provide an externship for S&RC trainees to apply and demonstrate newly acquired competencies; (3) to measure the impact of the training program on services for pupils with disabilities within the State of West Virginia; (4) to disseminate information, results of developed procedures, program model, and activities of those who completed the program.

Almost all objectives were accomplished during the project duration. A summary of the evaluation of these goals and objectives follows.

Goal # 1 Develop, refine & implement a program designed to provide transition and special education competencies to S&RC for serving individuals with disabilities.

Objective 1.1 To recruit a minimum of 15 trainees each year.

Four hundred twenty six (426) credit hours (not including the prerequisite special education credit hours) for one hundred forty two (142) participation units were provided to ninety one (91) unduplicated participating students during the project period. Almost two-thirds (62.6%) of the participating students were counselors in training or inservice counselors. The thirty three (33) inservice counselors served as team leaders for approximately fourteen (14) county/district teams, as indicated in Table 1: (Roles and Numbers of Participants). The team members were primarily educators who were interested in working together to solve transition issues and concerns. Training was also offered to several doctoral and post doctoral students who assisted with the project. It is hoped that these doctoral students, whose emphasis is teacher preparation and research, will spread this type of transition training elsewhere as they pursue their careers.

Table 1: Roles and numbers of participants

Role	Number
Preservice Counselors	24*
Inservice Counselors	33*
Team Members (e.g., Sp. Ed., Gen. Ed., Job Trainers)**	23
Doctoral & Post Doctoral Students	11
TOTAL	91

* = Inservice school and community counselors, or 62.6% of total participants

** = Local school personnel who trained with inservice counselors as teams

Objective 1.2 To offer instruction in transition competencies.

A course that had been designed for graduate students in special education was modified based on an extensive literature review and input from the project Advisory Committee (See Appendix A for Committee members).

The competencies were more flexible for inservice classes than preservice classes, as teams were allowed choices of competency areas to cover in their classes. The following is a list of competencies from which inservice classes could choose a minimum of 14 topics.

Table 2: Transition Competency Areas

Advocacy and Self-advocacy
Career Education
Career Guidance Tools
Case Management and the Shifting Role of the Case Manager
Community and Adult Service Agencies
Community Survey and Job Location
Interagency Cooperation and Responsibilities
Interdisciplinary Teaming and Team-building Skills
Interpersonal Communication and Social Skills of learner in Transition
Job Analysis and Job Matching
Job Accommodations
Legislation and Litigation regarding Transition Issues
Leisure and Recreation Skills
Occupational References and Data Bases
Parent and Community Involvement
Person-centered Future Planning
Resume writing, interview techniques, and job-seeking skills
Support Networks
Toward Supportive Communities (Supported Employment and Supported Living)
Transition Curriculum
Transition Destinations
Transition Problems related to Specific Disabilities
Transition Program Models
Transition Program Evaluation and Planning
Vocational Evaluation
Other (please identify)

Participants in the Transition Course conducted literature reviews and produced mini papers which they presented to their respective class mates. One group investigated the provisions for and access to public recreation for students with disabilities in their area. Two other participants from the northern panhandle of the state interviewed personnel from a public residential school in a neighboring state and produced a video tape of their discussions regarding transition issues. Project personnel collected and compiled a listing of Transition References and Resources which they then shared with all regional practicum teams, the WVU Rehabilitation and Counseling Department, the West Virginia State Transition Coalition, and any participant who requested survey results (see references and resources).

Students had many avenues for evaluation which served the project as both formative and summative data. The following are examples of evaluations:

Table 3: Student Self Evaluation

SP. ED. TRANSITION COURSE SS '95

This is a self-evaluation exercise. You need not identify yourself.

#1. Please examine the objectives of the course.

Rate yourself on a scale (1 - low to 5 - high) of how you feel you met those objectives.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

#2. We were interested in social interactions in this course.

Identify at least 4 social interactions which you feel are important

to you and rate yourself on how well you did on these (use 1-5 as in #1).

1. 2. 3. 4.

#3. Examine #1 & #2, if you have any medium (e.g., 3)

or particularly low (e.g., 2 or less) scores, list some adjustments

which you might make in future courses or situations.

Please return this exercise to the instructor upon completion. Thank you.

Students evaluated guest speakers. The only item found to be of significance to affect decisions about modification of instructional mode and course design was item 6, "The speaker encouraged student discussion and questions." This was detected upon analysis of 1993 Summer Session data. During that first transition course, there had been a guest speaker at almost every one of the fifteen sessions. The Student's evaluations revealed the finding that there was not enough time for classroom discussion, consequently in the forthcoming courses the number of speakers was reduced, and scheduling of speakers was modified to allow for some additional time for questions and class discussion.

The classes were evaluated by all students using the standard University instrument. The instrument is required to be used in all classes, it employs a five point Likert-type scale and is scored by the University. Table 4 reveals the ratings averaged for two summer classes and the ratings for the last summer; they are quite satisfactory with many items exceeding the University average.

Table 4: University Evaluation Results

Summary of Results of Student Evaluation of Instruction

SP ED 381/480 (G)

2 Classes: Number Responding=31*

1 Class: Number Responding = 12**

	SS 93,94,*	95**
1. Overall quality of this course	4.70	4.00
2. This instructor's teaching was	4.50	4.00
3. Evaluative and grading techniques were	4.60	4.30
4.Contribution of this course in increasing knowledge and competence	4.70	4.30
5. Instructor's written communication of up-coming content and requirements	4.30	3.80
6. Adherence to course content and requirements across the semester was	4.53	4.10
7. Instructor's advance preparation and organization of each class	4.65	4.30
8. Clarity of explanations of course content and summaries of major topics was	4.38	3.80
9. Instructor's knowledge of the course content appeared to be	4.78	4.80
10. Ability of the instructor to provide intellectual stimulation was	4.58	4.00
11. Instructor's interest in students learning the content was	4.43	4.70
12. Class sessions, as far as being interesting and attention-holding	4.50	3.90
13. Instructor's encouragement of student discussion and questions was	4.65	4.70*
14. Instructor's clarity and completeness in answering questions was	4.38	4.00
15. Respect the instructor showed toward individual students was	4.85	4.80
16. Contribution of assignments/materials to understanding of content	4.60	4.40
17. Selection of exam questions to represent content and major topics was	NA	N/A
18. Constructiveness of instructor comments was	4.35	4.40
19. Help the instructor provided during office hours or appointments was	4.68	4.50
20. Extent to which these items allow you to evaluate instructor and course	4.13	4.20
27. How does this instructor compare with other instructors?	4.54	3.67**

* Course on transition of individuals with disabilities instructed by Project Coordinator.

** = Course instructed by doctoral student/project associate under supervision of Project Coordinator

A follow-up study, the Transition Evaluation Survey, was conducted during Summer, 1995, to provide summative feedback and information. The following summary is an abstract of the report resulting from that evaluation:

> The purpose of this research project is to determine: (a) whether participants feel that experience gained through participating in the WVU Special Education Department's Transition Project has affected their involvement in the process of transition for students with disabilities in areas where they work or live;

(b) whether participants think they have gained new or added interest in specific competency areas covered during the Transition Course; and (c) whether participants' awareness of transition issues and concerns was increased through presentations, projects, and discussions during the Course.

Also of interest were participants' responses pertaining to completion of the Transition Practicum Survey Activity. In this activity, participants conducted interviews with transition related professionals and community representatives in local areas using the Transition Survey Checklist (TSC), a tool developed during the Transition Course to assess the development of transition in local areas.

Increased awareness of transition issues and concerns was reported by 95% of respondents as the primary benefit of the Project. About half of the respondents had previous experience with the transitional needs and interests of people with disabilities, and fewer still had ever been involved with the transition of one or more individuals with disabilities, particularly those whose student status was preservice at the time of their involvement in the Project. A high number (86%) reported having gained interest in specific topics related to transition, some above and beyond the scope and content of the transition course. Ninety two (92%) of respondents felt that the atmosphere in the Transition Course presented many opportunities for sharing ideas, with active dialog and much give and take between Rehabilitation and School Personnel.

All of the respondents who had taken the Course and the Practicum thought that the TSC was a very effective tool for investigating and documenting what people in the field are doing about transition. Many were surprised to discover that some good things are in progress, but were also concerned about the future of these efforts in light of recent legislative trends. All of these respondents felt that, if completed correctly and thoroughly, the TSC can also be effective as a transition needs assessment tool sufficient to help them generate concrete recommendations for improving transition in their local areas. Over two thirds (69%) of respondents reported that the TSC facilitated good opportunities for school personnel and community counselors to exchange ideas and concerns regarding the relationship of education to other service delivery systems. Those who did not cited high burnout levels among professionals and "much red tape" associated with implementing systems changes in certain areas surveyed.

Respondents recognized the necessity of teaming and collaboration to improving the transition process. Eighty Five percent (85%) of those who took the Course and the Practicum completed their TSC Reports in collaboration with other team members or partners. They divided the interview loads, compiled results clarified issues, identified needs, and prioritized recommendations through collaborative processes. Some of these teams have begun, are recommending, or are planning to implement process and systems changes in their respective locations. Respondents are split regarding their observation of increased teaming efforts among professionals and community persons in their respective locales, with forty four percent 44% confirming and thirty one percent 31% reporting no teaming observed, and twenty five percent (25%) not responding or reporting no opportunity to observe teaming. Only twenty five (25%) were able to confirm that professionals are at the point where they are beginning to take roles to improve transition for students with disabilities in the areas surveyed.

Objective 1.3 addressed adding special education competencies to the programs of S&RC preservice trainees. There is no state requirement that teachers or other school personnel take a course in special education, however, approximately one-half of the twenty four (24) participating preservice counselors took a special education course in addition to the transition course-most of these were school guidance counseling trainees. The participants thought that the special education course(s) were valuable and were very helpful in understanding concepts in the transition course. Rehabilitation counseling trainees have very full schedules during their one and one one-half years of training and few were willing to use their one elective on a special education course. The course would have been in addition to two courses in medical aspects of disability they are required to take. The lack of a special education course did not seem to hinder the rehabilitation counseling trainees in the transition course, in fact they showed some very good perceptions about the needs of students with disabilities.

Objective 1.4 indicated the assessment of trainee attitudes toward transition of students with disabilities may be helpful in modifying training approaches.

Project personnel designed and field tested a "Transition Attitude Scale" during the first months of the project. Subsequently, almost all trainees were asked to complete the attitude scale on a pre and post course basis. Table 5 indicates the results for seventy three (73) participating students. It is interesting to note that most attitudes were significantly different than the hypothesized mean (2) in the predicted direction and stayed relatively stable from the pretest to the post test. One exception to this stability was the participants' attitude about how knowing the cause of a disability will help them in the transition process (#7); here the attitudes changed from agree to significantly disagree.

The attitude scale results provided support for the topics and content of the course and did not indicate that significant changes or modifications needed to be made.

Table 5: RESULTS OF ATTITUDE MEASUREMENT of PARTICIPANTS

Transition Attitude Scale-A 10 item project developed instrument
Agree=1, Don't Know (but important)=0, Disagree=2
Hypothesized mean=2 (Means above 2 indicate Disagree)
N=73 participants

Question #	Predicted direction	Pretest Mean	Posttest Mean
1. Social Skills Difficulty	Agree	1.20 (Agree)*	1.20 (Agree)*
2. Acad. v. Voc. Curriculum.	Agree	1.95 (Agree)	1.72 (Agree)*
3. Employer problems	Agree	1.66 (Agree)*	1.61 (Agree)*
4. Remain in entry level work	Agree	1.70 (Agree)*	1.19 (Agree)*
5. Segregated v. integ. activities.	Disagree	2.45 (Dis.)*	2.31 (Dis.)*
6. Profess. have problems	Agree	1.39 (Agree)*	1.38 (Agree)*
7. Know cause of disability helps	Disagree	1.92 (Agree) to	2.27 (Dis.)* +
8. Profess. best for find. jobs	Disagree	2.18 (Dis.)	2.31 (Dis.)*
9. Interactions w. dis. uncomfort.	Disagree	2.11 (Dis.)	2.15 (Dis.)
10. Self choice/advocacy	Agree	1.69 (Agree)*	1.66 (Agree)*

* Significantly different (<.02) from predicted mean.

+= Shift in attitude toward predicted direction.

Goal #2 To provide and an externship for S&RC trainees to apply and demostrate newly acquired Competencies.

Objective 2.1 Develop an Externship Guide for S &RC trainees and Externship Supervisor.

Exhibit 1 outlines the Transition Practicum (Externship) developed by project personnel.

Exhibit 1: Transition Practicum Guide (SP ED 487)

The goal of the Practicum is to further develop a "transition advocate." With some background training in special education and transition processes, each beginning professional counselor in training should be able to identify the components of programs which aid students with disabilities in successful transition from school to community. When local programs are identified, they can be compared to successful transition programs. Each counselor in training who completes the Practicum should be able to exit to employment where they can identify transition program components in their locality. Armed with this information, they can then work with their counseling counterparts to advocate for improved local transition programs.

Practicum Activities

The Transition Practicum requires three major activities and three products to be completed over thirteen (13) weeks. The first activity is the completion of the Transition Survey Checklist (TSC), which is supplied to each student. In order to accomplish this, each student should contact their counterpart in rehabilitation or secondary school counseling, complete an interview and one part of the check list during two day-long visits; similarly, they should complete an interview and the remainder of the TSC with their cooperating site supervisor. The second activity is observation and shadowing of opposite counterpart programs. Three days should be devoted to scheduled observations, and students will complete brief observation reports of these visits. The third activity is a paper on the state of the art of local transition programs. Using information from the TSC as a beginning, further information for the paper should be gathered through five (5) days devoted to observations and interviews including students, clients, staff, teachers, plus other possible information gathering activities. The papers should summarize the programs and include recommendations for improvement.

Site Supervisor

The site supervisor for the Transition Practicum student should provide names and initial contacts/introductions to their counseling counterparts in the local schools or rehabilitation services for interview purposes. The site supervisor can also facilitate the students access to observe either school programs or adult services by putting them in touch with appropriate administrators. The site supervisor can offer further support to the student by offering to check Practicum assignments for accuracy.

University Practicum Supervisor

Each Transition Practicum student will receive a minimum of two (2) on site visits from their University Practicum supervisor; one during the first few weeks of the Practicum and the other will follow the completion of the TSC (after the eighth week). The Practicum supervisor is responsible for determining the extent of completion of Practicum requirements and awarding the course grade (S= Satisfactory or U= Unsatisfactory).

Credit Hours and Outline of Activities

The Transition Practicum is designed for three (3) credit hours in special education. The activities above will require the Practicum student to devote approximately one full day per week to the transition program (approximately 96 hours total). In addition to the Practicum Meetings for School Counseling students (6 hours), two full days (16 hours) will be spent by all Practicum participants at the Rehabilitation Counseling Students seminar at WVU in Morgantown (information on dates and schedules will be forwarded to participants). Following is an outline of activities and products to be completed during the thirteen weeks.

Suggested Schedule of Activities

School Guidance Practicum Students:

2 days	3 days	2 days	5 days
Interview Vocational Rehabilitation Counterpart Programs	Visit Post-Secondary Programs	Interview Guidance Counselors	Observe on-site

(Transition Practicum meetings of 1 and 1/2 hour each to be held at weeks 3, 6, 8, & 13)

Rehabilitation Practicum Students:

2 days	3 days	2 days	5 days
Interview School Guidance Counselors Secondary (Transition Supervisor visits site)	Visit School Programs	Interview Voc. Rehabilitation Counselors (Transition Supervisor visits site)	Observe Post-Programs

Requirements

Begin Transition Survey Checklist (TSC)	Complete Observations (Week 6)	Complete TSC (Week 8)	Complete Paper (Week 13-14)

If you have any questions regarding the Transition Practicum, contact: Special Education Department, 504 Allen Hall, Box 6122, West Virginia University, Morgantown, WV 26506.

The S&RC trainees' site supervisors reported that the guide was useful. Minor modifications were made to the guide for inservice personnel.

Objective 2.2 Identify appropriate externship placements and activities for trainees.

Both school guidance and rehabilitation counseling trainees chose their counseling Practicum and internship sites. The Transition Practicum was completed simultaneously at these sites/communities. The "WVU Transition Survey Checklist (TSC)," which was developed by the initial group of Summer Session trainees and the Project Coordinator (see Appendix B), was used by all Transition Practicum participants throughout the project. This activity and the paper were unique requirements not offered in the participants' Counseling Practica or Internships. The TSC information and resulting papers were shared with participating school districts and rehabilitation offices.

The Project Associate reviewed and categorized information resulting from the TSCs and papers into three general areas of identified Transition Needs - Service Needs, Professional Needs, and Community Needs. Thus, the TSC was useful in identifying transition needs across twelve districts surveyed. This information will be shared with the school districts, The West Virginia State Transition Coalition, West Virginia Department of Education, and at regional and national conferences.

Service Needs	Professional Needs	Community Needs
Individual Education/Transition Planning Process	Professional Collaboration	Transportation
Career Awareness and Exploration	Cooperative Problem Solving	Job Development and Availability
Exposure to Non-traditional	Understanding Work & Social Needs of People with Disabilities	Inter-agency Coordination
Transportation & Mobility Training	Supportive Stance with Individuals who have disabilities	Increase Rehabilitation Counseling Availability
Drop Out Prevention	Cross-training for Professionals working with people who have disabilities	Health Services
College Preparatory Studies		Information to Families
Vocational Counseling & Planning		Quality Day Treatment
Job Placement & Follow-along		Networking, Consumer Input, & Self-advocacy
Integrated Academic & Functional Curricula		Community Awareness
		Increase Case Management

Objective 2.3 To evaluate the appropriateness of externship sites and activities of trainees.

Counseling Practica and Internship sites are regularly evaluated by supervisors from the WVU Counseling Department, consequently Transition Project personnel did not develop a separate evaluation instrument. As project personnel supervised the Transition Practicum, they did receive positive verbal feedback on the activities of the trainees. This feedback was received from participants, site supervisors, and school/community personnel.

Goal #3 To measure the impact of the transition training on services for pupils with disabilities within the State of West Virginia.

Objective 3.1 To follow-up S&RC program completers.

During the Summer of 1995, the Project Associate conducted follow-up research on ninety 90 program participants. Survey data collected included status of employment now and during participation, questions regarding the participants' recollections of the courses and Practicum experience, and their current activities with regard to teaming around transition issues and concerns.

The Transition Evaluation Survey Questionnaire return rate was 36 out of 90, or 40%. Distribution of questionnaires returned across target groups is displayed in tables 6 & 7 below:

Table 6: Status during Participation

Status	Count	Percent	Cumulative %
1	13	0.36111	0.36111
2	7	0.19444	0.55556
3	8	0.22222	0.77778
4	8	0.22222	1.00000
Total		36	

Descriptors that best identify student category at the time of involvement in the Transition Project:

1. Not employed in a transition related field at the time I took the Transition Course (only)
2. Not employed in a transition related field at the time I took the Course and the Practicum
3. Employed in a transition related field at the time I took the Course (only)
4. Employed in a transition related field at the time I took the Course and the Practicum

Twenty (20) out of thirty four (34) or fifty nine percent (59%) of preservice participants responded to the Transition Evaluation Survey Questionnaire, while sixteen (16) out of fifty six (56) or twenty nine percent (29%) of inservice participants responded. The response rates, therefore, are biased toward preservice participants.

Table 7: Current Role

Role #	Count	Percent	Cumulative %
0	1	0.02778	0.02778
1	9	0.25000	0.27778
2	5	0.13889	0.41667
4	3	0.08333	0.50000
5	9	0.25000	0.75000
12	9	0.25000	1.00000
Total		36	

Descriptors that best indicate professional role that the respondent currently fills:

0. Currently not employed
1. Guidance Personnel or Counselor employed by or attached to an educational system
2. Counselor employed by West Virginia Division of Rehabilitation Services
4. Regular Educator
5. Special Educator
12. Other category not listed above (Parent Educator, Youth Wellness Director, Residential Assistant for Persons with Mental Impairments, Counseling Practicum Students, Placement Coordinator)

Fifty seven (57) WVU Special Education Transition Project participants were counselors, thirty three (33) participants were educators, including eleven (11) special education graduate students (one of whom is now deceased), and one (1) was a job coach. Fourteen (14) respondents are currently counselors, twelve (12) are educators, and nine (9) are functioning in other transition related roles. One (1) respondent is currently unemployed.

Twenty (20) respondents were not employed at the time of their participation, and only one is currently unemployed. Fourteen (14) are currently employed as counselors, twelve (12) are education personnel, and nine (9) have taken other transition related positions. All thirty five (35) employed respondents are serving students with disabilities throughout the State.

Follow-up phone calls to respondents revealed that two were recently hired expressly because of their experience with the WVU Special Education Transition Project. One serves as a transition specialist for court adjudicated youth in a residential treatment facility, and the other is a vocational counselor in a Technology Center. One Rehabilitation Supervisor who was involved in the course and Practicum is making personnel changes in his office to accommodate working with the junior high schools to identify and serve students (see Appendix C).

Another expected outcome of this objective was to report results from graduate developed consumer surveys. No S&RC graduates reported using their own surveys, although some indicated they were using the program developed Transition Survey Checklist (TSC) in working to improve transition programs in their employment areas. Project personnel were able to visit some graduates at their employment locations, however, some were employed outside the immediate region including distant states such as Missouri.

Goal #4 To disseminate information, results of developed procedures, program model, program evaluation, and activities of program completers.

Objective 4.1 To identify appropriate forums for presentations, prepare manuscripts and reports.

The following is a listing of conference sessions and publications resulting from the WVU Special Education Transition Project: Training School Guidance and Rehabilitation Counselors to Provide Transition Services for Individuals with Disabilities.

1992, May. "Rehabilitation Counselors: Critical Role in Transition of Students with Mental Retardation." AAMR National Conference, New Orleans, LA.

1992, November. "Successful Transition to the Community." Third Annual Surgeon General's Family Follow-up Conference. Canaan Conference Center, Canaan, WV.

1993, October. "Training Rehabilitation and School Counselors to Provide Cooperative Transition Services." CEC - Division of Career Development International Conference. Albuquerque, NM.

1994, March. "Training School and Rehabilitation Counselors to Team for Transition Services." ACRES Conference on Rural Special Education. Austin, TX.

Coombe, E., Friedland, B., & Stein, C. (1995). Transition teaming for individuals with mental retardation. AAMR Region IX October, 1994 Conference Proceedings.

1995, March. "Transition Teaming: Training for School Guidance and Vocational Rehabilitation Counselors to collaborate in support of learners with disabilities through the transition process." ACRES Conference on Rural Special Education. Las Vegas, Nevada.

Conference Presentations scheduled:

1995, October. "Evaluating Transition Supports: Teams, Attitudes, and Services." AAMR Region IX Annual Conference. Lancaster, PA.

1995, October. "Evaluating Transition Personnel: Environments, Attitudes, Services, and Teams." CEC - Division on Career Development and Transition International Conference. Raleigh, NC.

1995, November. "Evaluating Transition Environments" WV Federation of Council for Exceptional Children (CEC). Parkersburg, WV.

1996, March. "Professional Involvement in the Process of Transition for Students with Disabilities in Rural Areas." ACRES Conference on Rural Special Education. Baltimore, MD.

In addition to the one published manuscript, project personnel have begun to prepare other articles for submission to professional journals. One of these articles will detail the Transition Survey Checklist (TSC) process and utility of the instrument, while another will address the measurement of and change in participants's attitudes.

Goal #5 To internalize the program into the college's graduate offerings.

Objective 5.1 & 2. To encourage Counseling Department graduate students to choose special education courses as electives; to include some or all Externship activities into existing Counseling Practica or Internships.

Program materials and evaluation information has been shared with the Counseling Department on an on-going, informal basis. This faculty provided project personnel with informal feedback and suggestions. In addition, a copy of the final report will be submitted to the Counseling Department. Preservice and inservice participants' evaluations of the program were all positive.

Objectives 5.3 & 5.4. To utilize program graduates in recruitment, training, and mentoring activities.

Some of the program completers served as guest speakers for the 1995 Summer Session Transition Class, one completer served as a an on-site mentor for practicum students two participating doctoral students served as program instructors, and one of these instructors, who served for one year as the project associate, went into counseling classes and talked about transition issues with counseling students, recruiting participants for the project. Inservice

participants were recruited from all over the State in response to mailings sent to school districts and Rehabilitation Service Offices (see Appendix D). Five (5) courses were offered in remote regional locations serving approximately eight to ten inservice participants at each location. Approximately two thirds of these students also participated in the Transition Practicum.

Some inservice project participants served as team leaders when the opportunity to participate in Transition Practicum activities was extended to outlying areas, such as Hardy, Greenbrier, and Brooke Counties. In addition, one of the doctoral students who took the Transition Course volunteered to work on a collaborative faculty committee with Curriculum and Instruction, talking up the need to incorporate Transition Issues and Concerns into the teacher preparation curricula for regular educators as well as counselors.

Cost Effectiveness Summary

It was initially projected that the WVU Special Education Transition Project: Training School Guidance and Rehabilitation Counselors to Provide Transition Services for Individuals with Disabilities would serve approximately fifteen to twenty five (15 to 25) students per program year. A total of $39,740 in tuition and stipends was given directly to 91 participants, for an average direct cost per student of $1,310.

Appendices

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304-348-2696

WVU TRANSITION PRACTICUM CHECKLIST

Coombe, E., McLaughlin, K., Hambrick, S., Hayes, K., Rice, C. & Townsend, K. (1993)

This checklist is to be utilized to evaluate components of transition programs in communities. In order to complete it, a minium of two people should be interviewed. For the school program component interview a school guidance counselor and the Director of Special Education or a supervisor or lead teacher; for the community component interview a rehabilitation counselor and a case manager or agency service provider. Other individuals such as parents, students and advocates may provide supporting information. At least two of the three levels of the checklist should be completed - Level III (High School) and one other.
Directions: Place a check by every number you verify. Total the number of checks for each component. Provide comments for clarity.

Level I-Elementary (K-5)

SCHOOL PROGRAM COMPONENT COMMENTS

A. Functional Curriculum (Community Based: Y_ N_)
1. ____ Functional Academics
2. ____ Independent Living Skills
3. ____ Communication Skillls
4. ____ Social Skills
5. ____ Regular Curriculum (functional skills integrated)

B. Career Awareness
6. ____ Career Days
7. ____ Guest Speakers
8. ____ Print & Audio-visual Materials
9. ____ Job Duties within Classrooms

C. Career Exploration
10. ____ (Simulated) Jobs and Job Activities
11. ____ Self-Concept Skill Instruction

D. Support Services
12. ____ Parents/Care giver participation in school activities (e.g., IEP meeting)
13. ____ Guidance Counselor available
14. ____ Related services (e.g., psychologists, speech therapists, physical & occup. therapists).

COMMUNITY COMPONENT COMMENTS

A. Integrated Services
1. ____ Parent Training available
2. ____ Travel, transportation, mobility skills
3. ____ Leisure/Recreation
4. ____ Interagency Council
5. ____ Family Network
6. ____ Health Services

B. Other/Misc. (please list)

TOTAL SCHOOL and COMMUNITY LEVEL I: ____

SAMPLE (first page only)

Transition Evaluation Survey: Follow up Phone Calls 8-22-95

What have you done about Transition since you took the Course?

JH (Preservice Guidance Counselor)

I took another course in Special Education this Summer, and the Transition Course put me at an advantage in terms of knowing pertinent information and being able to answer questions posed in class.

GJ (Preservice Rehabilitation Counselor)

I am working with individual youth at Olympic Center in an assessment and referral role. I can make recommendations to receiving facilities or employers.

JS (Post-Doctoral Student, Currently Inservice)

I was recently hired by the Olympic Center-Preston because I emphasized the work I had done and experiences gained in the Transition Course. I work with court ordered or privately referred youth in need of intensive treatment. This is a 30 bed treatment facility. We serve an average of 20-28 youth on a rotating basis. They either work on treatment activities, Vocational Education, or GED.

KC (Preservice Rehabilitation Counselor)

I am doing my Practicum placement in a facility in Pennsylvania, Western Psychiatric Institute and Clinic (WPIC). I will be working with adolescents.

KM (Preservice School Counselor)

Currently, I am working at the Tech. Center here in Mon County as a vocational counselor. Our director said that having gone through the WVU Special Education Transition Project helped me to land this job. It is not full time yet, but that is coming.

Our Center is now almost fully integrated. There are previously identified persons with disabilities in every area except Electronics. This Summer I worked with two students who hold modified diplomas. We formed a support group around one for independent living, although currently, he is at Rehabilitation Institute. The other person needed assistance adapting to the work demands of supported employment at a local Walmart.

In your opinion, what is the top priority need to support Transition efforts in your area?

JH (via spontaneous conversation in Allen Hall)

Training of community people and professionals as to the needs and interests of people with disabilities.

GJ

Continued, sufficient levels of funding.

JS

Long term care for adjudicated youth. They go from here to other institutions, jail, or home. Medical coverage is an over-riding issue. Without coverage, there is no extended treatment availability.

KC

I see the greatest need as teaching individuals with disabilities from early on how to make choices and take part in decision making that affects their lives.

KM

I think the greatest need is increased awareness among professionals and the public about the need to focus on and team around transition concerns. Even some of our special education teachers do not seem to see beyond graduation. Secondly, integration of academic and functional curriculum should occur at all grade levels.

Transition Evaluation Survey: Follow up Phone Calls 8-22-95

SD (Inservice Elementary School Counselor)

I serve as an advocate on site based In your assistance teams (SBAT). Our special education teachers are now more aware of transition issues. We are trying to affect coordination between our elementary and junior high school. Students in regular education get an orientation to junior high school. We are now arranging orientation for our students in special education.

MDC (Preservice Rehabilitation Counselor)

I am currently serving as an intern at Harmerville Rehabilitation Center near Pittsburgh, PA. One of the counselors, who functions a senior vocational evaluator here, serves on the transition committee for her local area schools. I told her of my participation in the Transition Project and my interest in transition. She invited me to accompany her to the committee's next meeting. I am looking forward to attending with her. How many people get an opportunity to shadow a mentor in real participation.

GZ (Inservice Regular Educator: PE & Health Ed.)

I am much more understanding of disability now that I took the Transition Course & Practicum. I am coordinating with the special educators and making necessary modifications to my courses.

AC (Inservice Regular Educator)

M and K are forging ahead with their Transition Planning recommendations, however, we have been kind of holding back until Dr. Grimes comes in to talk with us about "High Schools That Work."

EL (Inservice Rehabilitation Regional Supervisor)

I have taken preliminary steps to switch some rehabilitation counselors into new roles, giving my strongest collaborator to the schools, but I had to hold off until October to see what the Feds were going to do about Rehabilitation funding.

When we accomplish that, we will be working more closely with the junior high school level, identifying earlier those students who will likely need rehabilitation services. We will also be working right in the schools on a regular basis.

SD

What is needed is a county-wide, cohesive, comprehensive approach to transition planning at all levels. We need a coordinator to focus on transition only, not one who already wears several hats. Perhaps just as important now with inclusion, is the need to integrate academic and functional curricula at all grade levels. I also think that increasing public awareness of what is currently going on in the Legislature and its potential impact on the disability community is extremely urgent.

MDC

We need to start early teaching individuals with disabilities how to self-manage and how to participate in the decision-making process that affects their lives.

GZ

What is needed now is for professionals to take a more caring and supportive stance in serving individuals with disabilities.

AC

I see the biggest need in this county as Transportation. The County has never picked up the slack on point to point transportation for people with disabilities.

EL (Professional contact in Rehabilitation Office)

I see the need for Transition Coordination at the County and Regional levels as the highest priority need. I hope the state will spend its transition monies in that direction.

ATTENTION

WHO?

REHABILITATION COUNSELORS & SCHOOL GUIDANCE COUNSELORS
Who want to learn more about working together to improve the transition process for individuals with disabilities.*

WHAT?

West Virginia University - SPECIAL TOPICS COURSE: SPED 381
Transition of Individuals with Disabilities (3 Graduate credit hours)
Tuition Reimbursed Course
1st course of a possible 2 course sequence.
2nd course - SPED 487
Practicum: Transition of Students with Disabilities (3 credit hours)
to be offered Fall, 1995 w/Stipend &Tuition Reimbursement

WHERE?

WEST VIRGINIA UNIVERSITY GRADUATE CENTERS
A. Jackson's Mill or Parkersburg B.Potomac State (Keyser) or West Liberty
Site(s) will be determined by interest and enrollment.
{Alternate sites can be arranged based on interest.}

WHEN?

SPRING, 1995 - MONDAYS 6:00 p.m. to 9:00 p.m. (A. Sites)
THURSDAYS 6:00 p.m. to 9:00 p.m. (B. Sites)
BEGINS: Jan. 9, 1995 (A Sites) & Jan. 12, 1995 (B Sites)

HOW?

Complete the enclosed interest form and return it no later than November 14,1994

NEED MORE INFORMATION?

CONTACT: Dept. of Sp. Ed.
508 Allen Hall Box 6122 West Virginia University Morgantown, WV 26506 PHONE 293-3450, ext. 1105 or 1109.

*NOTE: All students must: a. be currently employed as a Rehabilitation or School Counselor in West Virginia, or b. have earned or be working toward a graduate degree in Counseling or Rehabilitation Counseling.

[Please copy this form and share it with an interested colleague]

TRANSITION OF STUDENTS WITH DISABILITIES COURSE INTEREST SURVEY
[Before completing,please copy this form and share it with an interested colleague]

Position:

___ Rehabilitation Counselor
___ School Guidance Counselor-Level(s) of students you serve (e.g., 9-12, K-12):

___ Other (please explain):

Course Interest:

I am ____ * am not ____ interested in taking the Special Topics course in Transition.
If not interested, can you help us for future planning by identifying the reason(s) (e.g., locations, times or days inconvenient, prefer Saturday classes etc.):

*If you are interested, please complete the following information.

Site Preference:
My prefered site is (choose only one): ___ Jackson's Mill; ___ Parkersburg;___Potomac State; ___ West Liberty; __ Other (please identify):

Personal Information:

Name:_____

Office /School
Address:_____
_____
_____

Phone:( ) - -

Degree(s):

I have___, have not had___ an introductory course in Exceptional Individuals (e.g., Intro. to Special Education, Medical or Psychological Aspects of Disability, Intro. to Except. Individuals).

Have you ever been a student at WVU? ___N; ___ Y (current status):

Do you know your peer contact person in school guidance or vocational rehabilitation? __N; __ Y
[If yes, can you contact them and tell them about the course(s), or include their name, address and phone number for us to contact them]:

Decisions on Courses:
Decisions on course site(s) will be made by the first week in December. Letters will be mailed to all interested students during that week; letters will include course outline/syllabus and other course information. Registration will be held on-site on the evening of the first class meeting.

Questions/Concerns/Suggestions:
CONTACT: Dept. of Special Education Allen Hall Box 6122
West Virginia University Morgantown, WV 26506 PHONE (304) 293-3450.

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Transition References and Resources

Resources

American Association for the Advancement of Science
Project on Science, Technology, and Disability
1333 H Street, NW
Washington, DC 20005
Phone 202-326-6630

American Vocational Association
Special Needs Division
1410 King Street
Alexandria, VA 22314
Phone 800-826-9972

Association on Higher Education and Disability (AHEAD)
P. O. Box 21192
Columbus, Ohio 43221
Phone 614-488-4972

The Conover Company, Ltd
P. O. Box 155
Omro, WI 54963
800-933-1933

Division of Career Development
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
Phone 703-620-3660

ERIC Clearinghouse on Adult, Career and Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Phone 800-848-4815

Guidance Information System (GIS) provides a data base of Career Information based on the Harrington-O'Shea Interest Inventory.

Infant Hearing Resource
Portland Center for Hearing and Speech
3515 SW Veterans Hospital Road
Portland, OR 97201

Interagency Transition Model. Pam Tazioli or Gene Edgar, Experimental Education Unit, WJ-10, CDMRC, University of Washington, Seattle, WA 98195. Phone 206-543-4011.

IVAE Connection
Center on Education and Work
University of Wisconsin-Madison
964 Educational Sciences building
1025 West Hohnson Street
Madison, Wisconsin 53706-1796

JAN (Job Accommodation Network)
1-800-5264698; outside WV 1-800-526-7234;Canada 1-800-526-2262 ADA Info. (Voice/TDD) 1-800-ADA-WORK: Computer Bulletin Board 1-800-Dial-Jan

Jefferson County Board of MR/DD
JeffCo Workshop, Inc.
256 John Scott Highway
Steubenville OH 43952
Case Management Department
(614) 264-7176

H. Lawrence Jones
Superintendent of Schools
Ohio County School District
2203 National Road
Wheeling, WV 26003

Manpower Demonstration Research Corp.
Three Park Avenue
NY, NY 10016
Phone 212-532-3200

Monongalia County Technical Education Center
1000 Mississippi Street
Morgantown, WV 26505.

National Association of Vocational Education Special Needs
Iowa Department of Education
Grimes State Office Building
De Moines, IA 50319
Phone 515-281-3896

National Clearinghouse on Postsecondary Education for Individuals with Disabilities
HEATH Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
Phone 800-544-3284

National Center for Research in Vocational Education
University of California at Berkeley
2150 Shattuck Avenue, Ste. 1250
Berkeley, CA 94704-1058
Phone 800-762-4093

Transition References and Resources

National Transition Network
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455
Phone 612-626-8200 TDD 612-297-5353
North Central Regional Information Exchange
Institute of Community Integration
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455
Phone 612-626-7220

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
Phone 612-872-2966 voice and TDD

Project BEST. Tommy Johnson or Robin Hazel at the Bureau of Child Research, University of Kansas, Lawrence, Kansas 66045, Phone 913-864-3050.

Project STEPS. Peggy Stephens, Child Development Centers of the Bluegrass, 465 Springhill Drive, Lexington, KY 40503. Phone 606-278-0549.

Project TEEM. Michael Conn-Powers, Jane Ross-Allen, or Susan Holburn at the Center for Developmental Disabilities, 499C Waterman Bldg. UVM, Burlington VT 05405. Phone 802-656-4031.

Speaking for Ourselves (a collective self-advocacy organization run by and for its members)
Suite 530, One Plymouth Meeting
Plymouth Meeting, PA 19462
Phone (610) 825-4592

SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025
Phone 415-326-620

Transition Research Institute
Children's Research Center
51 Gerty Drive
Champaign, IL 61820
217-333-2325

The Transition Outreach Project
ACHVE Department
Kent State University
310 White Hall
Kent, OH 44242 Phone (216) 672-2662

U. S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) What Work Requires of Schools for America 2000 June, 1991
U. S. Office of Special Education and Rehabilitative Services
Secondary Education and Transitional Services Branch
Switzer Building, 330 C Street, SW
Washington, DC 20202
Phone 202-205-8163

United States General Accounting Office
P. O. Box 6015
Gaithersburg, MD 20884-6015 or
United States General Accounting Office
Room 1000
700 Fourth Street, NW (corner of Fourth and G Streets, NW)
GAO/HRD 93-139.United States General Accounting Office (GAO) Report to Congressional Requesters: Transition From School to Work: States are developing new strategies to prepare students for jobs (September, 1993)
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GAO/HRD 91-105 Transition From School to Work: Linking education and worksite training (Aug., 1991)
GAO/HRD 90-88 Training Strategies: Preparing noncollege youth for employment in the U. S. and foreign countries (May, 1990)

University Affiliated Program of Indiana
2853 east Tenth Street
Bloomington, IN 47408-2601.
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Transition References and Resources

The Vocational Studies Center
University of Wisconsin at Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
Phone 608-263-2929

WVU Health Sciences Center,
The University Affiliated Center for
Developmental Disabilities
Research and Office Park
955 Hartman Run Road
Morgantown, WV 26505
(304) 293-4692; Voice/TDD same
FAX (304) 293-7294

Transition Facts:

According to SRI:

1. 4.6 million identified learners with disabilities are served in our nations schools.
2. 37.4 % learners with disabilities lived independently 3-5 years after graduation.
3. 18% of learners with disabilities received any kind of job training.
4. 17% of learners with disabilities received any kind of career counseling.
5. The type of school that most graduates with disabilities attended after graduating was Vocational School.
6. Approximately 4.4% of graduates with learning disab ties had enrolled in any four year colle by 3-5 years after graduation.
7. 30% of learners with disabilities were arrested within 3-5 years after graduation.

According to F. G. Bowe of the Office of Special Education and Rehabilitation Services (1992), approximately $300 billion per year are spent to support persons with disabilities.